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29 September 1954

MEMORANDUM FOR THE RECORD

SUBJECT: Concerning Criticisms and Comments Pertaining to Phase III

1. From the debriefing of a number of graduates of each of the last three runnings of Phase III, the following points appeared in general from each of the three groups:

a. The objectives of the course are not clearly set forth; the objectives as set forth do not appear to be understood by the instructors and as a result such objectives are not met.

b. Too much emphasis is placed in the course on the use of the case studies for teaching purposes rather than using the case studies as examples of those procedures and techniques which are taught in a more formalized manner.

c. There is too little of the "how to do it" approach. Students are asked "to do" before they are taught "how to do." We cannot assume that individuals know how to do a project outline until they are specifically shown how to do it.

d. Phase III is a "hodge-podge" of isolated items apparently unrelated each to the other. But even more specifically, the relationship of each of these elements to the Case Officer function is either not made at all or it is made in such a way as to raise the question on the part of the student Case Officer, "How can all of this be useful to me?"

e. Considerable reading is assigned, some for which there appears little reason. This is chiefly due to the fact that there is little or no preliminary guidance as to why this reading is required or what the students should look for. The result has been a duplication of effort, namely a reading before, and then again after, which in essence is a good teaching technique, but when time is so essential it becomes a burden.

f. The transition from the Ops techniques as presented in Phase II to Ops planning as it should be encompassed in Phase III is either poorly presented or completely lacking.

g. Persons in Phase III are still at the undergraduate level and should be taught with techniques used at that level. Seminar type training is an excellent graduate school technique but one for which a majority of the students in Phase III are not ready.

Document No. 2

NO CHANGE in CLASS. ☐☐ DECLASSIFIED

Class. CHANGED TO: TS S (C)

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2. The following are significant thoughts projected by the students generally referred to individually by those who critiqued the course:

a. "This should be basically a course in planning. We should have learned how to plan an operation; what we as Case Officers must do in order that an actual project or mission can be mounted against a target. We should have been taught:

- 1) How to maintain adequate records.
- 2) How to prepare a project outline; what we must do as part of that preparation; who we should see; where we must go, etc.
- 3) How to do a project review.
- 4) How to request a project renewal.
- 5) How to write a monthly progress report.
- 6) How to prepare an SOI; a country plan.
- 7) How to revise an FPOP for presentation to the headquarters staffs.

b. "From this course we expected operational guidance and the basic tools to provide operational guidance for others. I feel that we did not achieve this. More emphasis should be placed upon the function of the C.O.*in terms of operational analysis and review.

c. "The preparation of operational plans is a vital function of the C.O. This was only hinted at in the course.

d. "A Case Officer must be prepared to defend his point of view when his project is being reviewed, hence he needs to understand the basic elements inherent in the preparation of Staff Studies.

e. "It is recommended that a problem be included in Phase III of 'walking a project through' the various staff components and elements for coordination and approval."

3. FI/Plans suggests that a large part of the course could be built around OSI 236-1. Using this as a guide, the entire planning and project procedure could unfold in a logical and definitive manner.

a. For instance, the entire requirements picture could be related in its proper perspective to the planning and projects procedure function; current directives to the field could be exploited as to their implementation, their origin, what they look like, etc.

b. When this has all been done, the student could then be directed to sit down and write a project outline.

c. CFI/Plans has stated his willingness to accept OTR personnel for an orientation period of three weeks, more or less, to work in the Plans Staff, actually engaged in Ops planning.

*C.O.--Case Officer

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